

INDIVIDUAL GRADUATION PLAN – ACCOUNTABILITY CRITERIA

Standard 8. There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>8.1a</p> <p>There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.</p> <ul style="list-style-type: none">School budgetSchool council policies (SBDM)Master scheduleStaff member and student interviewsList and size of advisory groupsCommonwealth School Improvement Plan (CSIP)	<p>Meets criteria for rating of “3” on this indicator plus:</p> <ul style="list-style-type: none">The school council has expanded the budget process to include projections for anticipated needs of the IGP and advisory program.All students and teachers are involved in the advisory program for academic and career development.The composition of all advisory groups represents the total school population including all sub-populations identified in the legislation for <i>No Child Left Behind</i>.	<ul style="list-style-type: none">School allocates equitable resources (e.g. fiscal, human, physical, time, space) to support the primary goals for development and implementation of the IGP and Advisory Program.Student populations are divided into advisory groups, a maximum of 20 students with one advisor per group, which meets on a regularly scheduled basis to assist students in developing and implementing their IGPs.The composition of the advisory groups represents the school’s population with regard to gender, ethnic, and socio-economic backgrounds and all sub-populations identified in <i>No Child Left Behind</i>.	<ul style="list-style-type: none">The school council adopts a budget, but the allocation of fiscal resources does not support the identified needs for the IGP and advisory programs.Advisory groups are identified but are not active.The composition of advisory groups includes representation of the overall student population, but does not include all sub-populations identified in <i>No Child Left Behind</i>.	<ul style="list-style-type: none">The school council does not include resources in the budget to support the development of the IGP and Advisory Program.Advisory groups are not identified.Neither policy nor standards are identified for grouping students for advisory sessions.

INDIVIDUAL GRADUATION PLAN – ACCOUNTABILITY CRITERIA

Standard 8. There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>8.1b</p> <p>The master class schedule reflects all students have dedicated time for developing and implementing the IGP through an advisory program.</p> <ul style="list-style-type: none">• Individual Graduation Plan• Master schedule• Advisory Program Guidelines• SBDM policy and minutes• Academic Expectations (2.36, 2.37, and 2.38)• Program of Studies• Core Content for Assessment	<p>Meets criteria for rating of “3” on this indicator plus:</p> <ul style="list-style-type: none">• The master schedule includes dedicated time for the involvement of administrators, counselors, media specialist, and other support staff to serve as resource personnel for the advisory program.• SBDM policy requires that all students have equal access to the curriculum relating to Individual Graduation Plans and Advisory Program.• Creative scheduling and technological resources are utilized when developing and implementing a master schedule for an advisory program.	<ul style="list-style-type: none">• The school provides dedicated time and space in the master schedule for advisory sessions which involves all students and teachers.• The curriculum for an IGP and advisory program is provided for all students and addresses Kentucky’s Academic Expectations, Program of Studies and Core Content for Assessment.• School leadership ensures that advisory program sessions are scheduled so as not to conflict with other scheduled course offerings or activities.	<ul style="list-style-type: none">• The master schedule offers some flexibility for IGP development and advisory program sessions.• The IGP and advisory program are provided for students through some classes, but does not include all students.• Advisory programs are sometimes concurrently scheduled, or are in conflict with other course offerings or activities.	<ul style="list-style-type: none">• The master schedule does not include dedicated time for Individual Graduation Plans and advisory sessions.• The school does not have a process for developing and implementing the IGP for all students.• An advisory program is not provided for students.

INDIVIDUAL GRADUATION PLAN – ACCOUNTABILITY CRITERIA

Standard 9. The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>9.1a</p> <p>There is evidence that a collaborative process was used to develop the vision, beliefs, mission, and goals that engage the school community as a community of learners.</p> <ul style="list-style-type: none">• Copy of mission, vision and goal statements• Minutes of stakeholders’ meetings• Commonwealth School Improvement Plan (CSIP)	<ul style="list-style-type: none">• School leadership ensures that representatives from all stakeholder groups (students, parents / guardians, teachers, business / industry personnel, middle, high school and post high school personnel) work together as a learning community in defining the school’s mission, vision and goals for academics and career advisement.• School leadership ensures that drafts of the mission, vision, and goals were presented to stakeholder groups at an open meeting and public comment was sought and considered prior to final adoption.	<ul style="list-style-type: none">• School leadership ensures that representatives of diverse stakeholder groups collaborate to draft and finalize mission, vision, and goal statements that support the district’s mission statement for academic and career advisement.• School leadership ensures that the initial drafts of the school’s mission, vision, and goals were presented at an open meeting to the general public for consideration prior to final adoption.	<ul style="list-style-type: none">• Stakeholder groups are established that involve teacher and administrators in defining the school’s vision, mission, and goals relating to academic and career advisement.• Drafts of the mission, vision, and goals were presented to the general public at open meetings, but opportunity for public comment was not always provided.	<ul style="list-style-type: none">• Little or no effort is made to establish a process to define the school’s vision, mission, and goals relating to academic and career advisement.• Drafts of the mission, vision, and goals were not presented to the general public.